

Lower Richland High

2615 Lower Richland Blvd.
Hopkins, South Carolina 29061

Grades 9-12 High School

Enrollment 1,510 Students

Principal Marvin Byers 803-695-3000

Superintendent Dr. Allen J. Coles 803-231-7500

Board Chair Lane Quinn 803-231-7556

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of High Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 2 | 3 | 11 | 4 | 6 |

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 5 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| Year | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|-----------------|--------------------|--------------------------|
| 2003 | Average | Average | No |
| 2004 | Average | Excellent | No |
| 2005 | Below Average | Unsatisfactory | No |
| 2006 | Unsatisfactory | Unsatisfactory | No |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS

| | Our School | | | High Schools with Students Like Ours | | |
|--------------------|------------|------|------|--------------------------------------|------|------|
| Percent | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| Passed 2 subtests | 60.4 | 43.2 | 56.4 | 72.4 | 64.4 | 69.1 |
| Passed 1 subtest | 21.3 | 31.3 | 21.3 | 14.4 | 17.6 | 14.9 |
| Passed no subtests | 18.4 | 25.5 | 22.4 | 13.7 | 18.1 | 16.0 |

HSAP PASSAGE RATE BY SPRING 2006

| | Our School | High Schools with Students Like Ours |
|---------|------------|--------------------------------------|
| Percent | 77.5% | 88.1% |

ELIGIBILITY FOR LIFE SCHOLARSHIP

| | Our School | High Schools with Students Like Ours |
|---|------------|--------------------------------------|
| Percent of | | |
| Seniors eligible for LIFE Scholarships at four-year institutions* | 2.9 | 11.7 |
| Seniors who met the SAT/ACT requirement | 2.9 | 12.1 |
| Seniors who met the grade point average | 40.9 | 44.9 |

*Using only the SAT/ACT and grade point average requirements

GRADUATION RATE

| | Our School | High Schools with Students Like Ours |
|--------------------|------------|--------------------------------------|
| Number of Students | 361 | 208 |
| Number of Diplomas | 237 | 143 |
| Rate | 65.7% | 70.9% |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

END OF COURSE TESTS

| Percent of students scoring 70 or above on: | Our School | High Schools with Students Like Ours |
|---|------------|--------------------------------------|
| Algebra 1/Math for the Technologies 2 | 46.7 | 73.3 |
| English 1 | 56.4 | 58.5 |
| Biology 1/Applied Biology 2 | 14.5 | 52.7 |
| Physical Science | 23.1 | 35.9 |
| All Subjects | 36.0 | 54.2 |

PERFORMANCE BY STUDENT GROUPS

| | HSAP Passage Rate by Spring 2006 | | Eligibility for LIFE Scholarship | | Graduation Rate | | |
|--------------------------------|-------------------------------------|-------|-------------------------------------|------|-----------------|-------|------------------------|
| | n | % | n | % | n | % | Met State Objective |
| All Students | 338 | 77.5 | 276 | 2.9 | 237 | 65.7 | No |
| Gender | | | | | | | |
| Male | 150 | 77.3 | 112 | 3.6 | 172 | 52.9 | N/A |
| Female | 180 | 81.1 | 164 | 2.4 | 189 | 77.2 | N/A |
| Racial/Ethnic Group | | | | | | | |
| White | 48 | 81.3 | 35 | 8.6 | 55 | 56.4 | N/A |
| African American | 279 | 79.2 | 237 | 2.1 | 299 | 67.6 | N/A |
| Asian/Pacific Islander | N/A | N/A | 1 | 0.0 | 1 | 100.0 | N/A |
| Hispanic | 2 | 100.0 | 2 | 0.0 | 2 | 100.0 | N/A |
| American Indian/Alaskan | N/A | N/A | 0 | 0.0 | N/A | N/A | N/A |
| Racial/Ethnic Group | | | | | | | |
| Non disabled | 306 | 82.7 | 246 | 3.3 | 324 | 71.0 | N/A |
| Disabilities other than speech | 32 | 28.1 | 30 | 0.0 | 37 | 18.9 | N/A |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | 0 | 0.0 | N/A | N/A | N/A |
| Non-migrant | 338 | 77.5 | 276 | 2.9 | 361 | 65.7 | N/A |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | 0 | 0.0 | N/A | N/A | N/A |
| Non-Limited English Proficient | 338 | 77.5 | 276 | 2.9 | 361 | 65.7 | N/A |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 145 | 67.6 | 166 | 57.2 | 166 | 57.2 | N/A |
| Full-pay meals | 193 | 85.0 | 164 | 2.4 | 195 | 72.8 | N/A |

n = number of students on which percentage is calculated

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

HSAP PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 52.3% | | | | | | | | | |
| All Students | 365 | 96.2 | 19.9 | 40.5 | 27.7 | 11.8 | 48.3 | No | Yes |
| Gender | | | | | | | | | |
| Male | 182 | 94.5 | 26.5 | 43.7 | 21.9 | 7.9 | 35.8 | N/A | N/A |
| Female | 183 | 97.8 | 14.1 | 37.6 | 32.9 | 15.3 | 59.4 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 35 | 100.0 | 15.6 | 28.1 | 37.5 | 18.8 | 65.6 | I/S | I/S |
| African American | 325 | 95.7 | 20.4 | 42.6 | 26.1 | 10.9 | 45.8 | No | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 316 | 96.5 | 13.4 | 42.4 | 31.4 | 12.7 | 54.1 | N/A | N/A |
| Disabled | 49 | 93.9 | 68.4 | 26.3 | N/A | 5.3 | 5.3 | I/S | No |
| Migrant Status | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 365 | 96.2 | 19.9 | 40.5 | 27.7 | 11.8 | 48.3 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 365 | 96.2 | 19.9 | 40.5 | 27.7 | 11.8 | 48.3 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 219 | 95.0 | 25.7 | 39.8 | 25.7 | 8.9 | 42.9 | No | Yes |
| Full-pay meals | 146 | 97.9 | 11.5 | 41.5 | 30.8 | 16.2 | 56.2 | N/A | N/A |
| Mathematics – State Performance Objective = 50.0% | | | | | | | | | |
| All Students | 365 | 94.8 | 35.3 | 36.9 | 18.1 | 9.7 | 39.1 | No | Yes |
| Gender | | | | | | | | | |
| Male | 182 | 92.3 | 36.7 | 38.0 | 20.7 | 4.7 | 38.0 | N/A | N/A |
| Female | 183 | 97.3 | 34.1 | 35.9 | 15.9 | 14.1 | 40.0 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 35 | 100.0 | 21.9 | 37.5 | 18.8 | 21.9 | 62.5 | I/S | I/S |
| African American | 325 | 94.2 | 37.1 | 36.7 | 18.0 | 8.1 | 36.0 | No | Yes |
| Asian/Pacific Islander | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 3 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 316 | 96.2 | 29.3 | 40.6 | 19.4 | 10.6 | 42.0 | N/A | N/A |
| Disabled | 49 | 85.7 | 81.1 | 8.1 | 8.1 | 2.7 | 16.2 | I/S | No |
| Migrant Status | | | | | | | | | |
| Migrant | 0 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 365 | 94.8 | 35.3 | 36.9 | 18.1 | 9.7 | 39.1 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 0 | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 365 | 94.8 | 35.3 | 36.9 | 18.1 | 9.7 | 39.1 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 219 | 93.6 | 41.4 | 37.7 | 13.6 | 7.3 | 31.4 | No | No |
| Full-pay meals | 146 | 96.6 | 26.4 | 35.7 | 24.8 | 13.2 | 50.4 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | High Schools with Students Like Ours | Median High School |
|--|-------------------|------------------------------|---|---------------------------|
| Students (n= 1,510) | | | | |
| Retention rate | 8.5% | Down from 12.3% | 8.7% | 7.0% |
| Attendance rate | 96.5% | Up from 96.1% | 95.3% | 95.5% |
| Eligible for gifted and talented | 9.4% | Up from 7.4% | 8.4% | 7.9% |
| With disabilities other than speech | 11.9% | Down from 13.9% | 14.7% | 12.3% |
| Older than usual for grade | 10.0% | Down from 10.3% | 13.1% | 9.5% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 2.8% | Down from 4.2% | 1.4% | 1.2% |
| Enrolled in AP/IB programs | 16.2% | Down from 16.3% | 11.5% | 11.2% |
| Successful on AP/IB exams | N/A | N/A | N/A | N/A |
| Eligible for LIFE Scholarship* | 2.9% | | 9.0% | 10.2% |
| Annual dropout rate | 4.0% | Up from 1.6% | 3.6% | 2.8% |
| Career/technology students in co-curricular organizations | 14.7% | Up from 11.6% | 4.3% | 3.5% |
| Enrollment in career/technology center courses | 1120 | Up from 1086 | 488 | 448 |
| Students participating in worked-based experiences | 3.0% | Down from 6.6% | 17.4% | 24.2% |
| Career/technology students mastering core competencies | 73.7% | Up from 66.9% | 74.8% | 80.0% |
| Career/technology completers placed | 98.0% | Down from 99.4% | 97.2% | 99.1% |

* Using only SAT/ACT and Grade Point Average requirements.

Teachers (n= 100)

| | | | | |
|---|----------|------------------|-----------|-----------|
| Teachers with advanced degrees | 51.0% | Down from 51.5% | 51.0% | 55.5% |
| Continuing contract teachers | N/AV | | N/AV | N/AV |
| Classes not taught by highly qualified teachers | 25.5% | N/A | 14.3% | 9.6% |
| Teachers with emergency or provisional certificates | 25.9% | Up from 15.7% | 10.7% | 9.9% |
| Teachers returning from previous year | 79.7% | Down from 80.9% | 84.0% | 86.3% |
| Teacher attendance rate | 94.5% | Up from 93.8% | 95.0% | 95.3% |
| Average teacher salary | \$42,520 | Down 0.2% | \$42,524 | \$42,943 |
| Prof. development days/teacher | 9.4 days | Up from 8.8 days | 10.9 days | 11.2 days |

School

| | | | | |
|---|-----------|---------------------|-----------|-----------|
| Principal's years at school | 3.0 | Up from 2.0 | 3.0 | 3.0 |
| Student-teacher ratio in core subjects | 24.7 to 1 | Down from 26.2 to 1 | 25.6 to 1 | 25.7 to 1 |
| Prime instructional time | 89.1% | Up from 88.1% | 89.0% | 89.3% |
| Dollars spent per pupil* | \$7,274 | Up 12.2% | \$6,668 | \$6,792 |
| Percent of expenditures for teacher salaries* | 57.3% | Down from 60.0% | 57.1% | 55.3% |
| Percent of expenditures for instruction* | 64.3% | | 62.0% | 61.1% |
| Opportunities in the arts | Excellent | No change | Excellent | Excellent |
| Parents attending conferences | 87.3% | Down from 96.4% | 89.9% | 92.8% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development | Average | Down from Excellent | Average | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers | 7.1% | 6.2% |
| Classes in high poverty schools not taught by highly qualified teachers | 11.5% | 10.2% |
| | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers in this school | 0.0% | No |
| Student attendance in this school *or greater than last year | 94.0%* | Yes |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

In order to fulfill its mission to engage students in positive, productive, and innovative learning experiences, Lower Richland High School provided students with a variety of academic programs and extra-curricular activities. The 2005-2006 school year marked the first year of implementation of the International Baccalaureate program at Lower Richland High School. Additionally, the number of students enrolled in a variety of advanced placement courses increased. The number of smaller learning communities increased to include not only the Freshman Academy but also the Academy of Information Technology, the Academy of Arts and Humanities, and the Freshmore Experience. Lower Richland High School received a Smaller Learning Communities Adolescence Literacy grant, which enabled us to provide reading instruction to a select group of ninth grade students.

As part of the High Schools That Work initiative, Lower Richland High School implemented a comprehensive system of extra help for students. All teachers provided tutorials. Additionally, the testing and tutoring coordinator scheduled Saturday HSAP and SAT/ACT tutorials. Students also utilized Novanet for course mastery as well as credit recovery. Students were required to read four books per classroom. They were also required to read The Joy Luck Club.

Students at Lower Richland High School had the opportunity to participate in a variety of extra-curricular activities. Members of CATE student organizations were national, state, and district winners and officers. The Health Science II students had a one hundred percent passage rate on the South Carolina Nurse Aide Training Examination for the second year in a row. JROTC cadets participated in several community service projects including Walk-America and Families Helping Families. The Lady Diamond Basketball team won the state 4-A girl's basketball championship. Additionally, a member of the Lower Richland High School track team won the state championship in the long jump.

In order to provide students with a safe and positive learning environment, Lower Richland High School received and implemented the Positive Behavior Interventions and Support grant. All stakeholders were involved in determining the areas of focus within the teaching matrix.

We recognize that all of our stakeholders are a key component to the success of Lower Richland High School. Parents, community members, ministerial and business partners participated in the PTSA, SIC, and Booster clubs. The Parent Community Liaison coordinated several programs including the Mother/Daughter and the Father/Son Luncheons, which increased parental involvement.

At Lower Richland High School, we educate one student at a time.

John Lakin, SIC Chairperson
Leevette E. Malloy, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 94 | 219 | 15 |
| Percent satisfied with learning environment | 52.7% | 50.7% | 92.9% |
| Percent satisfied with social and physical environment | 65.6% | 61.8% | 80.0% |
| Percent satisfied with school-home relations | 50.0% | 76.2% | 73.3% |

*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.